

**American Rescue Plan Act Elementary and Secondary School Emergency Relief Fund
(ARP ESSER)
LEA Plan for Use of ARP ESSER Funds, ARP Section 2001(e)**

District Information

District Name	Pine Bluff School District
District LEA#	3505
City	Pine Bluff
Superintendent Name	Jennifer Barbaree
URL access to the LEA Plan for Use of ARP ESSER Funds posted on the district website	www.pinebluffschoools.org
Date posted	January 17, 2023

Directions: The LEA Plan for Use of ARP ESSER Funds requires planning the full allocation. The template below will assist in the development of the district plan. Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to provide the practice and evidence that will be utilized by the district. The plan may be revised by notifying the DESE and uploading the revised plans in Indistar and on the district website (please include the revision date on all documents).

1. **Creating Safe and Healthy Learning Environments:** Determine if ARP funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening school, in order to continuously and safely open and operate schools for in-person learning. Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to describe the practice and evidence that will be utilized by the district.

Program Code	Practice	Description	Projected Amount
186, 187, 188, 189, 190, 192	Systemic Procedures	<p>Actions or systems implemented to prevent, prepare for, and respond to COVID-19.</p> <p>Meeting the nutritional needs of underserved students.</p>	

		- Additional meal preparation equipment for serving students who are served at home as digital learners.	\$100,000.00
		- Pay for additional drivers to deliver meals to students who are served at home.	\$100,000.00
		Supporting student mental health needs.	
		- Salaries/payment for mental health providers/services to provide services to students and/or employees impacted by COVID	\$500,000.00
		- Salaries for social workers to serve on each campus to work directly with students and parents to connect them with services	\$1,000,000.00
		Locating absent students and reengaging disconnected youth.	
		Providing safe and inclusive learning environments.	
		Providing healthy learning environments.	
		- PPE equipment	\$100,000.00
		- Equipment and materials for incentivizing employees to maintain healthy physical and mental health to include but not limited to: Providing yoga and exercise classes to staff, providing mental health rooms for employees to destress	\$100,000.00
		- Providing outdoor classroom equipment (seating, tables) to encourage instruction outside	\$250,000.00

		where there is outside air and the ability to social distance at a higher level.	
196, 197	Facilities	<p>School facility repairs and improvements to enable operation of schools to reduce risk of COVID-19 transmission and exposure to environmental health hazards, and to support student health needs.</p> <p>- Replacement and repair of HVAC units across schools to improve the air quality of classrooms.</p> <p>- Replacement / repair of windows to decrease mold and increase the ability to bring in outside air.</p>	<p>\$9,200,000.00</p> <p>\$500,000.00</p>
198	Transportation	<p>Transportation costs to reduce the spread of COVID-19.</p> <p>- Total of 12 buses, 5 buses over the course of the next three years (2022, 2023 & 2024), (equipped with wifi and air conditioning to lessen the number of students on a bus.</p>	\$1,500,000.00

2. **Addressing Lost Instructional Time or Loss of Learning:** Describe how the LEA will use the funds it reserves under Section 2001 (e) (1) of the ARP Act to address the academic impact of lost instructional time through the implementation of **evidence-based interventions**. The district must spend a minimum of 20% of ARP ESSER funds. The full implementation of the evidence-based interventions include the personnel, materials, equipment, professional development, and expenses needed to meet the needs of students. Other evidence based practices may be utilized if the intervention meets one of the four tiers of evidence. Evidence based practices resources may be found on page 7 of [Empowering Schools for Success Using Effective Evidence Based Practices to Impact Student Outcomes](#). Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER

Funds or add additional rows to describe the practice and evidence that will be utilized by the district.

ARP ESSER total allocation **\$23,608,365.91** minimum 20% set-aside **\$4,721,673.18**

Program Code	Evidence-based interventions	Description	Projected Amount
170	Accelerating learning through instructional approaches.	<p>In-school acceleration: Licensed educators provide needed support for students within the context of grade-level work and within the classroom; using high-quality assessments, and instruction on essential learning (effect size .60-.88, Tier 3). -High Quality Instructional Materials</p> <p>- Curriculum for Literacy, Math, Science and Social Studies to include assessment pieces, extension pieces for intervention and enrichment.</p>	<p>\$1,721,673.18</p> <p>\$1,250,000.00</p>
170	Accelerating learning through instructional approaches.	High Dosage Tutoring programs: High-dosage tutoring provided consistently by well-trained tutors or educators at least three days per week for at least 30 minutes at a time in groups of five or fewer students (effect size 1.29, Tier 3).	
170	Accelerating learning through instructional approaches.	Out-of-school time programs (afterschool and extended instructional time): Educators target students needing additional support before, and after the regular school day, as well as on weekends and during school breaks programs, to deliver academic instruction (effect size .40-.60, Tier 3).	
170	Accelerating learning through instructional approaches.	Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instruction and are designed to meet the social and emotional needs of students through engaging and enriching experiences (effect size .53-.58, Tier 3).	\$1,000,000.00
170	Supporting equitable access and effective use of technology	<p>Educational technology: Engage family in digital learning training and effectively using technology and platforms provided by the school (effect size .50, Tier 3).</p> <p>Chromebooks to effectively use</p>	\$750,000.00

		technology to engage/support students and parents in digital learning.	
170	Using data about students' opportunity to learning to help target resources and support	Utilize data to understand where and how resources should be allocated to address student access to opportunity to learn (OTL) indicators (effect size .75-1.29, Tier 3).	
170	Addressing resource inequities	Ensure students have equitable access to a well-rounded education. (based on subgroup data) (effect size 1.29, Tier 3) -Advanced Coursework opportunities -Inclusive Practices -Well-prepared educators -Early childhood expansion or enhancement	
170	Addressing resource inequities	Provide wrap around services for students (effect size .44-.77, Tier 3) -full service community schools	
170	Addressing resource inequities	Evidence-based practices that maximize students' social, emotional, and academic benefits. -Professional Learning Communities (Tier 2)	

2.A. **Process for Monitoring Implementation:** Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under Section 2001 (e) (1) of the ARP Act to address the academic impact of lost instruction time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Description: Pine Bluff School District has a poverty rate of 78% and student population of over 90% African American. All services and supports that will be offered, will be made available to all students within the Pine Bluff School District. Participation in programs will be monitored to ensure equal access and participation of all students.

2.B. **Process for Evaluating Implementation:** Please describe how the LEA will evaluate the effectiveness of these interventions.

Evaluation: Programs will be monitored quarterly by the district level executive cabinet

(Superintendent, Assistant Superintendent, District Executive Directors (Curriculum & Instruction, and Special Education). Various data points (student attendance, student achievement, teacher attendance, perception surveys of stakeholders) will be analyzed and tracked to ensure that any change needed can be made quickly to meet the needs of students and staff.

3. **Supporting Educator and Staff Stability and Well-Being:** Determine if ARP funds will be used to support educator and staff stability and well-being consistent with Section 2001 (e) (2) of the ARP Act. Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to describe the practice and evidence that will be utilized by the district.

Program Code	Practice	Description	Projected Amount
185	Technology	Technology that supports learning and enables students to learn anywhere and for teachers to teach essential standards. - Wifi and jetpacks for accessing internet	\$250,000.00
160, 180	Additional pay	COVID-19 related expenditures related to preventing disruptions and closures. Recruitment and retention of a diverse and qualified educator workforce. - Additional duty pay for staff providing services (taking temps, cleaning) - Retention bonuses to retain teachers and staff in order to maintain continuity	\$500,000.00 \$3,000,000.00
191	Maintenance of Equity	Continue operations without disruption including employment, programs and addressing budget shortfalls. - Salaries to maintain employment of staff, and address absenteeism due to COVID	\$1,686,692.73
Total			\$23,608,365.91

SUPERINTENDENT NAME Jennifer Barbaree Signature: <i>J Barbaree</i>	DATE January 17, 2023